ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001590	N.A.	N.A.	

4. AUTHOR(S): Oakland Public Schools

5. TITLE OF DOCUMENT ABSTRACTED: Education and the 'Gray Areas'

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Oakland Public Schools, Office of the Director of Elementary School Education, Oakland, California

9. PUBLISHER OR SOURCE: Oakland Public Schools, Office of the Director of Elem. School Ed., Oak., Calif.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1/63	14

TELE.
INST/LOC CODE

MICROFILM COPY AVAILABLE — YES [X] NO [ ]

COPYRIGHT GRANTED — YES [ ] NO [X]

COPYRIGHT RELEASE FILED — YES [ ] NO [ ]

TYPE OF REPORT — PROPOSAL [X] IN-PROGRESS [ ] FINAL [ ] FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: outline

16. INDEXING TERMS (6-12)

Negro self-concept	counseling problems	curriculum changes	urban education	Oakland Public
school achievement	teacher recruitment	finances	gray areas	Schools
school-parent relationships		teacher problems	community programs	
			school organization	

17. ABSTRACT (MAX. 250 WORDS)

The outlined report addresses problems such as the Negro self-concept, population changes in the San Francisco Bay Area, unemployment trends, home conditions, and the incidence of crime in the Oakland area. Student achievement records, the recruitment of teachers and general staff recruitment are also reviewed. Oakland's 'gray area' is increasing at a fast rate, and possible programs are considered for reversing this increase.

The recommendations which have been made by Deutsch(offer ungraded sequences for pupils aged four to eight and keep the teacher-pupil ratio low), Riessman(emphasize vocational uses of education), Conant(decentralize administration), Maslow(require that more be offered than the literal equality of treatment to assure actual equality of opportunity) and others are reviewed.

Under a section entitled, "Wishful Thinking," some suggestions presented were: that employers and unions increase their degree of cooperation, that persons living in the surburbs retain an interest in the future of the city, that emphasis be given to Negro adult education, that teachers be recruited for remedial reading programs, that Higher Horizons type of excursions be organized, and that an effort be made to increase parental interest and involvement in the schools.

ERIC No.	18. SOURCE OF ABSTRACT		
	C. FUNDING DATA		
	19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
		22. TOTAL COST OF PROJECT	
		23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

C00355
Fi: Oakland

HARVARD GRADUATE SCHOOL OF EDUCATION
CENTER FOR RESEARCH & DEVELOPMENT
CAMBRIDGE, MASSACHUSETTS 02138

OAKLAND PUBLIC SCHOOLS
Office of
Director of Elementary School Education

January 19, 1963

D 45

EDUCATION IN THE "GRAY AREAS"

ED001590

I. The Gray Areas of Large Cities

A. Urbanization

1. Negroes migrate from the South because of

a. Discrimination

b. Mechanization of farms

2. They move to large cities

a. In hopes of employment

b. Cluster in core of cities because of relatively lower rents

3. 1940-50, 3 million moved from farms to cities. 1950, 1 of 10 city children "culturally deprived"; 1960, 1 of 3; by 1970, 1 of 2. Due to

a. Increase of city Negro population

b. Decrease of city white population: panicky flight to the comfortable homogeneity of the suburbs.

B. Characteristics of the Gray Areas

1. Family instability, mental illness, high mortality rate, high incidence of crime

2. Anyone who can escape does so, but mostly 2 groups remain:

a. The oldsters

b. In-migrant low-income families with many children

These two groups most in need of help and least able to help themselves: "most socially expensive segments of the population"

II. The Negro in the Large Cities

A. Population

1. 1938, less than 100,000 Negroes in California; Oakland had 8000; Richmond, 275

2. Today Oakland has over 90,000, Richmond 20,000

3. 16½% of six-county Bay Area is non-white

a. 26.5% of Oakland non-white

b. 26.2% of Berkeley non-white

B. Employment

1. Two causes of high unemployment:

   a. Discrimination

   b. Inferior educational background - no skills to offer

2. 1958, white unemployment in Alameda County 6%; Negro 11%

3. 1958, 25% white males in managerial or professional positions; Negroes 7%

4. Average 1960 family incomes:

   a. S. F. Bay area--$7,092

   b. East Piedmont--$16,311

   c. Oakland--$6,392

   d. West Oakland--$2,947

C. The Negro Family

1. More Negro than white children lack two parents

   a. Father usually missing

   b. Serious psychological effects, especially on boys

   c. Slavery one reason for pattern of instability

2. Dominant role of mother

   a. "Extended family pattern" - many relatives

   b. Mistakes of public housing projects

3. Home conditions

   a. Substandard, unsanitary, overpriced, overcrowded housing

   b. Lack of privacy

   c. No natural beauty, clean landscapes

   d. Scarcity of educationally valuable objects: toys, puzzles, books, pencils, paper

   e. In spite of above, TV and expensive cars found -

      (1) Status symbols

      (2) Escape mechanisms

      (3) Easy prey to installment buying

f. Unstable sex relations: 20% illegitimacy

g. Physical violence commonplace

h. Welfare often "a way of life"

D. Incidence of Crime

1. Washington, D. C., Negro population 50+%, crime 80%; similar statistics in other large cities

a. "Given the environmental conditions, any group would tend to display similar antisocial characteristics"

b. Care needed in interpreting data in these matters: whites and Negroes not always treated equally

2. Increasing antagonism to law enforcement personnel

E. Hostility

1. Result of rejection

2. But also the cause of rejection

F. Self-concept

1. Negro boy foresees only a bleak future when he looks at male adult Negroes whom he knows, and when he encounters all the forms of institutionalized rejection

2. Consequent lack of incentive creates school problems:

a. Poor school achievement results in dropouts

b. Dropouts result in lack of skills to offer employers

c. Unemployment results in idleness, delinquency, hostility

3. Some methods of combating low aspiration level:

a. Desegregation: competing with whites

b. Employment of superior Negro teachers to serve as models, expecially male teachers

c. Exposure to higher cultural levels: college campuses, museums, theaters, etc.

d. Contact with "successful" Negroes at higher (but probably not highest) levels

G Mobility

1. Not restricted to non-whites alone:

a. 1957-58, 1/5 white families moved at least once, but -

b. 1957-58, 1/4 non-white families moved at least once

2. Study of mobility in Oakland elementary schools in 1958:

a. 10 upper SES schools 28.27% mobility

b. 10 lower SES schools 68.92%

H. Civic Apathy

1. Typically do not vote

a. In Harlem, Adam Clayton Powell usually gets only 40,000 votes from a potential total of 200,000

I. Contrast to Other Groups

1. Striking gains by Japanese-Americans since World War II days in "relocation camps"

2. Diminishing prejudice against Jews

III. The Negro and the Schools

A. The Question of Negro Intelligence

1. Negroes generally score lower on existing intelligence tests than whites

a. A few, e.g., McGurk, contend this inferiority due to heredity

b. Most others, e.g., Terman and Davis, contend the difference due to environment

c. Conant: difficulties in obtaining evidence either way "virtually insurmountable"

2. Attempts to devise "culture-free" tests questioned by Conant

a. Present tests useful in affording a "prediction of probability of academic success in subsequent school work"

b. What is unfair is not the test but the facts of life

B. Negro School Achievement

1. Serious retardation common

a. At age 16, average white male has completed 9.6 grades; average non-white male, 8.0 grades

b. Average educational level for S. F. Bay Area adults is 12.1 years; for Oakland, 11.4; for West Oakland, 8.0.

2. 1961 California Elementary School Administrators Association study of relationship between SES level and school achievement: low SES schools may be reasonably expected to have low mean scores on standardized achievement tests

3. Reasons usually given for low achievement:

   a. Lack of an "educational tradition" in the home

   b. Insufficient language skills in the home

   c. Low self-image

   d. Antagonism toward school

   e. Poor health

   f. Frequent moving

   g. Noisy, TV-ridden homes

4. Other, more subtle reasons:

   a. Lack of "school know-how"; e.g., how to take tests, to study, to relate to the teacher, how to understand phrases like "is to" (cat "is to" kitten as lion "is to" _____)

   b. Instructional materials geared to suburban middle-class

   c. P.-T.A. sometimes patronizes or ignores non-white parents

   d. Counselors who underestimate chances for college

   e. Middle-class attitudes of many teachers

5. Study by Pasamanick and Knobloch: complications of pregnancy and premature births have organic results which adversely affect school achievement

   a. Low SES Negro mothers ten times more likely to have pregnancy complications than upper SES whites

   b. 50% more premature Negro births than white

   c. Male infants more subject to brain injury than female (boys do more poorly in school)

   d. Therefore, many Negro children handicapped not only by later social rejection but also at the very beginning by congenital injury

C. Counseling Problems

1. Should a counselor encourage a Negro student to aspire toward an occupation which may not be open to him, or "be realistic"?

2. How to reach a fair estimate of the Negro's true ability?

3. Can a white counselor, perhaps lacking knowledge of the Negro's psychology and sociology, and subject to mistrust from the Negro, be effective?

4. Can a Negro counselor, perhaps having only limited personal experiences and training due to his race, be effective?

D. Instructional Materials

1. Present textbooks largely stereotyped: all-white families in a middle-class suburban all-white society

   a. Publishers' profits involved

   b. Detroit's attempts to develop appropriate readers: inconclusive results so far

2. Programmed texts and teaching machines may have advantages for culturally deprived:

   a. Individual learning adaptable to own rate, therefore less shame

   b. Step-by-step, slow, careful approach helpful

   c. Fast reinforcement for right answers helps

   d. Mechanical, gadgety, game-like character of the learning appeals

E. Home Background

1. Effect of unstable home life unquestioned

   a. 1890, 7 divorces per 100 marriages in U. S.

   b. 1962, 25 per 100 marriages

   c. California, 1962, 50 per 100

   d. S. F. Bay Area and Los Angeles, more than 50 per 100

2. Effect of lack of father or father-surrogate, especially on boys

3. Difficulty of enlisting parental cooperation in underprivileged areas illustrated by evaluation of Oakland parent-teacher conferences:

   a. Three times as many teachers in low income area schools labeled conferences "unsatisfactory" as in upper areas

   b. Half the low area teachers irritated by parental failure to keep appointments vs. 29% in "better" areas

4. Yet several studies have shown significant positive orientation to higher education and professional occupations among lower SES residents

IV. Teachers for Gray Area Schools

A. Desirable Qualities

1. "The best" teachers should be assigned to difficult schools - but how?

2. Qualities needed:

a. Respect for the pupil perhaps the key quality

b. Need more male teachers for rapport with fatherless boys

c. Consistency, directness, informality, warmth, neither cynical nor naive

d. Beware assuming teachers who have themselves come from low SES backgrounds necessarily better qualified for such teaching assignments

B. Recruiting Difficulties

1. A district with gray areas must achieve a high ratio of applicants to positions:

a. Many applicants not suitable

b. Many applicants lose interest after "the facts" presented in the interview: difficult for cities with cosmopclitan population to compete with the frequently higher pay of the suburbs which offer classrooms of middle-class white children

2. Teacher-pupil ratios:

a. Educational Policies Commission 1959 recommended over-all average class size of 25, but -

b. For underprivileged areas, not more than 20 per class

c. EPC: in no large city does the average come close even to 25, let alone 20 per class

d. Conant: wealthy suburbs as high as 70 professionals per 1000 children vs. New York City with 40 per 1000: these ratios should be reversed

e. An analysis of Oakland' average class sizes shows low SES schools with 3.52 fewer pupils per class than high SES schools.

C. Keeping Good Teachers in Gray Areas

1. Greatest concern of these teachers is discipline

a. Some feel they spend too much time disciplining, too little "teaching"; but is the development of better attitudes not "teaching"?

b. Actually good classroom control not uncommon, but it is frequently achieved and maintained only by literally exhausting effort

c. Parental encouragement of child to "stand up and fight" for his rights

d. Parental use of physical punishment at home

e. Being on time a middle-class value

f. Teacher must expect initial "trying out period," even hostility

g. Establishment of unvarying routines helps

2. Requests for transfer

a. Dilemma of personnel officer: teachers perform best where happiest; but if all transfer requests granted, low SES schools lose too much strength, and no vacancies available in upper SES schools for beginners

b. Plans advocated by groups such as AFT for handling transfer requests on a seniority basis exclusively result in unbalanced staffs and reduce instructional quality in low SES schools

c. Study of transfer requests and staff composition in Oakland reveals low SES schools have more beginning teachers than the upper schools (but not by as much of a margin as might have been expected), more requests for transfer, and somewhat more vacancies to fill

d. Bonus pay for low SES teachers often suggested, but

(1) This officially labels such schools

(2) Are teachers who are motivated to "grin and bear it" just for extra money the type needed?

D. Staff Needs

1. Specialists

a. Remedial reading teachers

b. Guidance counselors

c. Psychologists

d. Nurses

e. Social workers

f. Full-time librarians

2. Negro teachers

a. To be assigned primarily to low SES schools to provide success symbols for Negro children and because of their presumably better understanding of the problems? Or -

b. To be assigned indiscriminately without regard to type of school population?

3. In-service needs --

a. Orienting beginning teachers to cultural diversity

b. More important, helping veteran teachers to adjust to changes, to overcome resentment, to stop recalling "the good old days"

c. To help develop a melioristic philosophy

V. School Programs in the Gray Areas

A. A Different Kind of Education Required

1. Most teacher preparation and curriculum development programs presuppose normal, middle-class Caucasian pupils

a. EPC identifies development of rational powers as central purpose of American education, but -

b. Ability to acquire rational powers subject to considerable variation

2. Many suggestions offered:

a. Hypps: academic curriculum inappropriate

b. Deutsch: ungraded sequence age 4 to 8 with low teacher-pupil ratio

c. Reissman: emphasize vocational uses of education, not knowledge for its own sake

d. Reissman: "progressive education" won't work in spite of deprived individual's dependence on physical or motoric learning; "what is needed is a perfect marriage of the traditional and the progressive"; strong external demands for achievement plus learning-by-doing

3. What is role of school in gray areas? How much development of rational powers? How much social-service?

B. Administrative Considerations

1. Conant: decentralized administration needed. St. Louis has a director of education, Samuel Shepard, for gray area schools (the "Banneker schools")

2. Greater publicity and public understanding needed: the task of gray area teachers "requires nothing less than overcoming obstacles that the entire society has failed to overcome."

3. Use gray area schools to greater extent for -

   a. Educational research and experimentation; at present most new ideas are tried out in suburban areas

   b. Student teaching assignments -

      (1) 1 of 2 city assignments will soon be gray area type

      (2) Morale of gray area school staffs boosted by such recognition that master teachers at work there as well as in upper SES areas

4. De facto segregation

   a. Maslow argues that more than literal equality of treatment is necessary to assure actual equality of opportunity

   b. Conant and EPC oppose any planned, articicial integration: let educators "stay with education" and not try to correct consequences of segregated housing

   c. General agreement problem is more whole community's than the schools' only

   d. Oakland's open enrollment plan

C. Curriculum Considerations

1. Reading of central importance:

   a. Deprived children's experiential and home backgrounds seriously deficient: parents read very little, opportunities for speech development limited, children seldom travel beyond own neighborhood, etc.

   b. Reading difficulties greatest cause of school dropouts, leading to unemployment, leading to idleness, delinquency, and crime

   c. "Remedial reading" a necessity from the start of school

   d. Great emphasis on auditory perception and speech required: careful listening habits and learning how to ask questions

2. Kindergarten emphasis on all aspects of language development with much verbalized routine and regulation

3. Work-study programs for high schools

4. Provision of supervised after-school study hall

5. Adult education can reinforce child's education

D. Some Gray Area Projects

1. New York City

a. Demonstration Guidance Project

b. Puerto Rican Study

c. Higher Horizons Program

2. Detroit

3. St. Louis

4. Oakland

VI. Finances

A. Not a matter of re-allocating money already available

1. Maslow charges cities spending too much on new buildings, not enough on gray area instruction, but -

2. Bond money for buildings cannot legally be spent for anything but buildings, and -

3. No district is spending any significant portion of general purposes funds for buildings

B. Additional financing necessary

1. Nearly all projects such as those listed above have received grants from foundations

2. Cost of education in slum areas far greater than in suburbs

C. Possible sources of revenue

1. Local district

a. Tax over-ride issues becoming increasingly difficult to pass in all districts

b. Tax issues especially difficult in cities

(1) Upper SES white voters often resentful of "uninvited newcomers" who have increased crime prevention and welfare costs, and who contribute little in taxes to meet these costs

(2) On the other hand, Negroes often antagonistic to schools and often will not vote favorably even if registered to vote

2. State

a. Perpetual "no-increase-in-taxes" theme of political campaigns

b. Composition of state legislature: rural representatives suspicious of big cities

c. New finance proposals: "compensatory education"

3. Federal

a. Problem involves migration across state lines, therefore a national concern?

VII. Some Wishful Thinking

A. Community Action

1. Greater Negro employment

a. Employers and unions cooperate

b. Fair Employment Practices enforcement

2. Loyalty of white community leaders

a. Remain in city and work on its problems rather than seek refuge in the suburbs

b. Or if living in suburbs, retain interest in cities

3. Negro leadership

a. Fischer: "First Class Citizens' Council" needed: with opportunities opening now, Negroes need a self-improvement project to be able to capitalize on them

B. School Action

1. Steps possible with little or no additional funds:

a. Persuade teacher-training colleges to use low SES schools for experimentation and student-teacher assignments

b. Emphasis on Negro adult education

c. Emphasis on greater Negro parental interest in schools

d. Strong program of in-service toward cultural diversity

e. Heavy emphasis in low SES schools on all aspects of language skills

f. Work toward greater public understanding of problems of gray area education

2. Steps possible only if significantly more money made available:

a. Average class size of about 20 in low SES schools

b. Added teachers for remedial reading

c. Added special services: psychologists, psychiatrists, nurses, social workers, counselors, librarians, speech therapists

d. Study centers staffed by paid, competent adults in addition to volunteer help

e. Higher Horizons type of excursions

f. In the absence of appropriate commercially produced instructional materials, preparation of such books, etc., by the schools

SELECTED REFERENCES

1. The Central Purpose of American Education. Educational Policies Commission, NEA, Washington, D. C., 1961

2. Conant, James B. Slums and Suburbs. New York: McGraw-Hill Book Co., 1961

3. Deutsch, Martin. The Disadvantaged Child and the Learning Process: Some Social, Psychological, and Developmental Considerations. Mimeographed paper. Institute for Developmental Studies, Dept. of Psychiatry, New York Medical College, 106th St. and 5th Ave., New York City, N. Y., July 1962

4. Education and the Disadvantaged American. Educational Policies Commission, NEA, Washington, D. C., 1962

5. Elfin, Max. "Can New York City Do Anything About Its Schools?" The Reporter, 27, no. 1: 24-7; July 5, 1962

6. Fischer, John. "What the Negro Needs Most: A First Class Citizens' Council," Harper's Magazine 225:12+; July, 1962

7. Hypps, Irene C. "The Role of the School in Juvenile Delinquency Prevention," Journal of Negro Education 28, no. 3: 277-85; Summer, 1959

8. Knapp, Robert B. Social Integration in Urban Communities - A Guide for Educational Planning. Bureau of Publications, Teachers College, Columbia University, N. Y., 1960

9. Maslow, Will. "Desegregation: the Northern Problem," Teachers College Record 63:19-32; October, 1961

10. Mayer, Martin. "The Trouble with Textbooks," Harper's Magazine 225:65-71; July, 1962

11. The Neighborhood and the School. California Elementary School Administrators Association, Burlingame, California, 1962

12. Pasamanick, Benjamin and Hilda Knoblock, "The Contribution of Some Organic Factors to School Retardation in Negro Children," Journal of Negro Education 27, no. 1:4-9; Winter, 1958

13. Phillips, Waldo B. "Counseling Negro Pupils: An Educational Dilemma," Journal of Negro Education 29, no. 4:504-7; Fall, 1960

14. Reissman, Frank. The Culturally Deprived Child. New York: Harper and Bros., 1962

15. Sexton, Patricia C. Education and Income. New York: The Viking Press, 1961

DGA:lm
2/1/63